This assignment is aligned with CEC Professional Standards. *(CEC 1, 3, 6, 8, 9)*
Candidates will conduct a thorough scholarly and professional review and critique of an assessment instrument of their choice.

Access the *Buros Mental Measurements Yearbook* (MMY) through the UR Library catalog. Using the information found in the Mental Measurements Yearbook review of your test (note that usually there will be reviews by 2 different authors in the MMY; cite them both), information from the test's norming/technical manual, and *at least two other peer-reviewed journal articles* about the test you have selected, write a review that includes the following information:

In this process you must **review** the following:

- test coverage and appropriate usage
- the purpose/rationale of the instrument
- theoretical construct(s) / basis of the instrument
- the content and structure of the instrument, consistent with its theoretical construct(s)
- the standardization of the instrument (norming process, samples, validation)
- the reliability and validity (and critique all issues connected to this)
- process for administration
- how the results of the assessment instrument are reported / interpreted
- discussion of item and test bias

Then, you must **critique** the assessment instrument, including

- the premise and rationale of the instrument
- the theoretical constructs guiding the assessment process, procedures, and protocols of the instrument
- the reliability and validity of the assessment
- identify variables that affect the instrument, including examiner, examinee, test, context, language, and cultural variables
- What strengths and limitations of the assessment itself became evident when you reviewed / used it?
  - you may wish to cite peer-reviewed articles about this assessment in support of your opinions
- What else did you learn about the assessment process during this activity?

This part of the assignment must be informed by relevant literature and must be in proper APA format.
This assignment is aligned with CEC Professional Standards. (CEC 1, 3, 5, 6, 7, 8, 9)

The purpose of this project is to develop your skill and understanding with regard to the use of assessment data in making instructional decisions. Candidates will administer a standardized test to a learner and describe and discuss your findings in a formal report. You must also make educational recommendations based on the findings. The test you select may address either achievement or aptitude, but either way it must be nationally normed and standardized. This may be the same test you used for your Test Review and Critique, or it can be a different one. If you use the same test, in this assignment you need only provide a SUMMARY of the reliability, validity, and norming information; do not simply copy everything that you wrote for your Test Critique. Depending on the test you select, you may need to arrange to work under the direction of a licensed school psychologist to complete this assignment.

Formal Report Components

In your report, cite the test itself as well as any related literature you draw upon. Follow APA manuscript style (6th edition) in your report. Provide a complete picture of what you learned about the student who took the test, but focus approximately half of your discussion on what you learned about the strengths and limitations of the assessment you used and on your experience as the test user.

Please address the following in your report:

• Provide a summary of the identifying information for the student (be sure to use a pseudonym!)
• Give a concise description of the measure you administered
• Describe the reason(s) for referral (if any), the environment, and the student's behavior(s) during testing
  o Describe any test adjustments that were made, based on presenting student needs, including language or communication needs, and provide supporting reasons for instrument adaptation
• Discuss the assessment results and your interpretation, based upon your analysis of the student's pattern of errors
  o according to this assessment, what are the student’s strengths and any specific area(s) of need?
  o what is the student's present level of performance based on this assessment?
  o are these findings consistent with what you know of the learner from other sources of information?
  o what is (or might be) the effect of the student’s ability and/or disability on functioning within natural settings?
  o what are your specific educational / instructional recommendations for the student's school environment?
• Summarize your findings and recommendations

CAUTIONARY NOTE
Prior to administering any measure, it is essential that permission be obtained from parents (for students under 18 years of age) or adults to whom you are administering an assessment. In obtaining permission please explain that this is a learning experience for you and that the confidentiality of the testee will be protected (all identifying information will be changed).
MAINTAINING CONFIDENTIALITY OF ASSESSMENT MATERIALS AND RESULTS (DATA) IS IMPERATIVE FOR ALL CLASS ACTIVITIES. PARTICIPATION IN THIS PROJECT DOES NOT AUTHORIZE YOU TO UTILIZE YOUR ASSESSMENT DATA TO MAKE PLACEMENT DECISION